

Mathematics MEAP Assessments & Changes in the GLCEs

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A stylized, dark teal silhouette of a mountain range is positioned in the bottom right corner of the slide, extending from the right edge towards the center.

GLCE Clarification

- ✓ *V12.05 – clarified some of the expectations to reduce ambiguity and repetition*
 - ✓ *Intent of expectations has not changed*
 - ✓ *Posted soon on www.michigan.gov/glce*
 - ✓ *Changes in italics*
 - ✓ *Summary of changes will also be posted*

GLCE Clarification; Types of changes

Parallel text across grades

Continuity of wording

Clarity of intent of expectation

Accuracy in concepts & language

Proper flow of concepts/skills – no gaps, repetitions

Merging of similar expectations

perhaps slightly shorter assessments!

Recoding some expectations

Expectations that were recoded in Mathematics

CODE IN v.6.04	CODE IN v.12.05	CODE IN v.6.04	CODE IN v.12.05
Second Grade		Sixth Grade	
N.FL.02.17	N.MR.02.17	N.FL.06.13	N.MR.06.13
G.GS.02.03	M.TE.02.11	Seventh Grade	
Fourth Grade		N.ME.07.01/N.FL.07.02	N.MR.07.02
N.FL.04.14	N.MR.04.14	Eighth Grade	
N.MR.04.24	N.ME.04.24	N.MR.08.11	N.FL.08.11
N.FL.04.28	N.MR.04.28	D.AN.08.07	Removed
N.MR.04.37	Removed	In the <i>Mathematics Across the Grades K-8 v.12.05</i> companion document the revised expectations are in italics.	
Fifth Grade			
N.MR.05.05	N.FL.05.05		
N.FL.05.12	N.ME.05.12		
N.FL.05.13	N.MR.05.13		

Examples of wording changes:

N.ME.00.01	Count whole numbers and recognize how many objects are in sets to 30.	Count objects in sets up to 30.
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N.MR.04.07	Solve problems about factors and multiples, e.g., since $100 = 4 \times 25$, and $200 = 2 \times 100$, then $200 = 2 \times 4 \times 25 = 8 \times 25$.	Use factors and multiples to compose and decompose whole numbers.
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A.FO.07.08	Know that the solution to a linear equation corresponds to the point at which its graph crosses the x-axis.	Find and interpret the x and/or y intercepts of a linear equation or function. Know that the solution to a linear equation of the form $\textcolor{red}{ax+b}=0$ corresponds to the point at which the graph of $y=\textcolor{red}{ax+b}$ crosses the x axis.
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Clarification Document

- Teams of teachers from across the state working to create a quick reference document
- Intended to help teachers better understand the expectations
 - ◆ Similar to MiClimb resource
- Available this summer

High School Redesign

Competencies for High School Completion

Academic Core
Electives
Post-secondary Preparation

Core Academic

Content
Standards

Mathematics
English
Science
Social Studies

CTE Integrated

Environment for Delivery

Instructional
Design & Delivery

Infrastructure

School Redesign

Policy needed for Reform

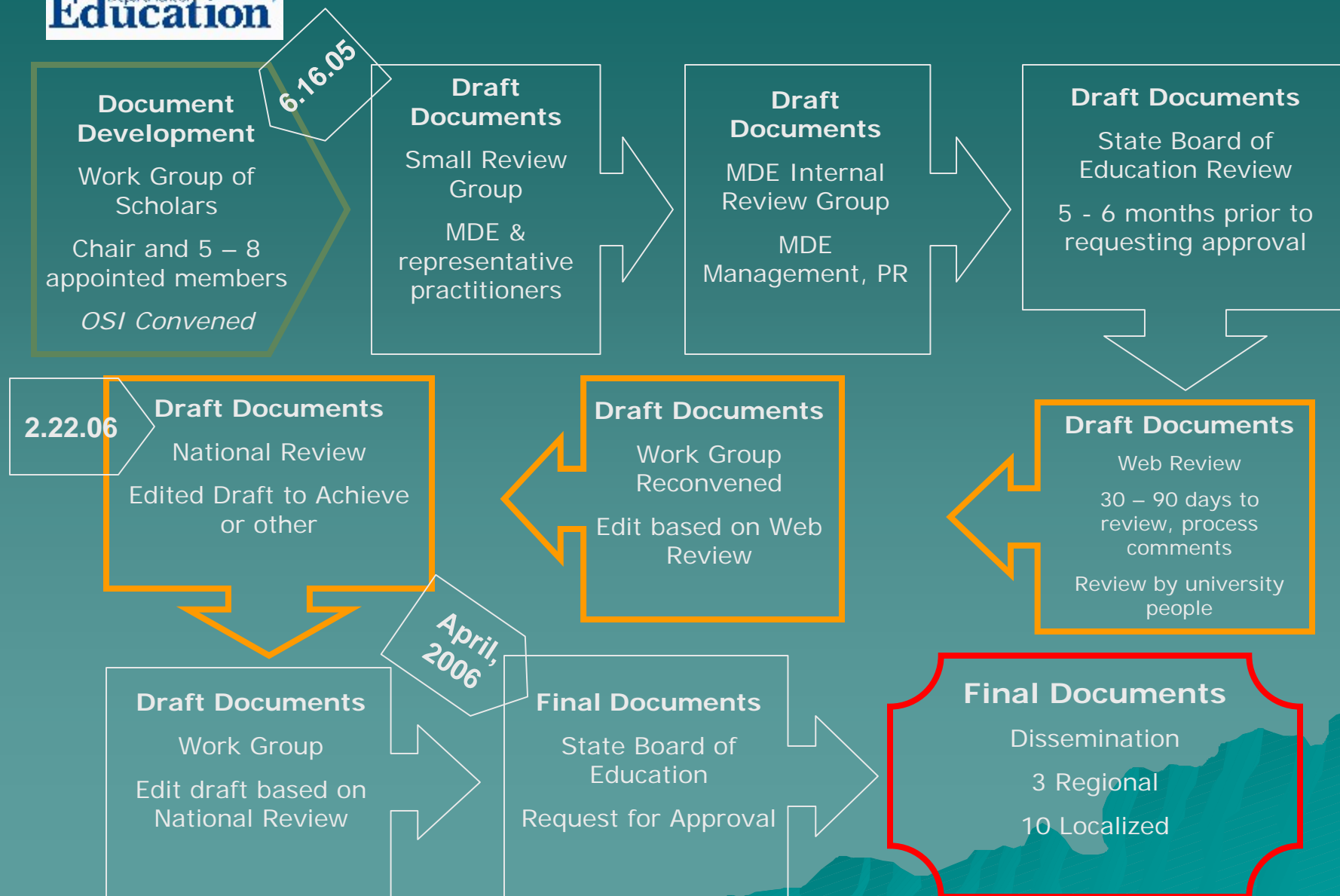
Policy-making
State Board
Legislature

Incentives
Requirements
Postsecondary

Information Gathering: Presentations
Position Development: Group discussions, advisory input
Position Dissemination: Roll out, publications



OSI Curriculum Protocol Flowchart



High School Content Expectations

- ◆ Mathematics HSCE
 - survey draft 11-05, approx 300 expectations
 - the current version 2-06, <200 expectations
 - Currently being reviewed by Achieve
 - ◆ Rigor, focus, coherence, specificity, clarity, measurability and utility

HS Content Expectations

It is anticipated that the HSCE
will be approved at the April
Board meeting

**MSU Ninth Annual Education
Conference: Redefining Michigan's
High Schools**

The Math HSCE will be officially rolled
out at the April 18th meeting

ELA on April 28

RESA/ISD dissemination by
MDE.